

Educational Technology Plan for Adena Local SD - 049494

School Years:

2009-10

2010-11

2011-12

eTech Ohio Certified on Apr 08, 2009
Certification Period: July 1, 2009 - Jun 30, 2012

**created using the eTech Ohio online Technology Planning Tool version 3.0 (TPTv3)*

TABLE OF CONTENTS

Pre-Planning

- 1.0 Establish Technology Planning Committee
- 1.1 Overview of TPT Planning Framework
- 1.2 Review Current Technology Plan
- 1.3 Vision/Mission

Curriculum Alignment & Instructional Integration

- 2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?
- 2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?
- 2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?
- 2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?
- 2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?
- 2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?
- 2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?
- 2.8 How Are You Teaching Students About Technology Itself?

Technology Policy, Leadership and Administration

- 3.1 Analyzing District Education Technology Policies
- 3.2 Analyzing District Leadership
- 3.3 Technology Leader/Coordinator Time Commitments

Technology Infrastructure, Management and Support

- 4.1 Networking, Internet & Telecommunications
- 4.2 Access to Technology
- 4.3 Stakeholder Access to Educational Information & Applications
- 4.4 Educational Software
- 4.5 Security
- 4.6 Technology Support and Management
- 4.7 Total Cost of Ownership

Budget and Planning

- 5.0 Budget

Appendix A - Additional Documents

Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
 Instructional Integrationist
 Library/Media Specialist
 Parent
 Principal
 Superintendent
 Teacher
 Technology Coordinator
 Treasurer

Approvers:

Tony Siders (Technology Coordinator/Director)
 Shaune Anders (Treasurer)
 David Warne (Superintendent)

1.1 Overview of TPT Planning Framework

eTech Ohio's Technology Planning Tool, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

The technology planning framework addresses 5 questions adapted from "Asking the Right Questions: Techniques for Collaboration and School Change" by Edie Holcomb. In each phase of the plan, narrative responses describe the educational organization's technology planning in the following manner:

"Where are we now?" addresses ASSESSMENT of current status within the educational organization

"Where do we want to go?" addresses GOALS for growth in various areas

"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals

"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.

"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

As Ohio endeavors to build more agile and effective school improvement plans, this technology plan will be an instrumental tool in fostering quality planning and managing technological changes that will impact the communities where we live.

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?

Are any of these goals no longer relevant?

What goals and strategies were met, and to what degree of success?

The plan was realistic at that time because funds and personnel were available to achieve most of the district's technology goals.

Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?

Which goals and strategies still need to be addressed? How will the technology committee address them?

District funds and personnel are limited, so the funds are not available to expand and achieve some of the district's goals. At this time we are attempting to maintain our current level of technology and technology infusion into the curriculum.

1.3 Vision/Mission

A. Vision

While many traditional instruction tools and methods have been effective in the past, they are no longer valid as the sole source of instruction in today's rapidly changing world. The path to the future goes beyond the traditional classroom walls to a world filled with electronic resources and technology along with traditional tools. Technology is a tool that gives teachers the opportunity to enhance the learning environment, to accommodate individual needs of learners, and to manage the classroom easily and effectively. Technology resources help students achieve learning objectives, tap into global resources, and become better prepared for the challenges of the changing workplace. Technology is not the answer to problems in education, but rather it is a tool to help educators meet student needs and goals and to help schools serve as continuing education centers for the adult community. In our global society, our students must be willing to learn and to change throughout their lives. Schools must be flexible and attuned to new and emerging technologies that will help meet the needs of students and the community in a global society. The integration of technology in the school environment can provide the answers to these needs.

B. Mission

The Adena Local School District is committed to providing quality instruction and resources that will equip individuals with the knowledge and skills needed for making decisions about lifestyles, goals, and careers.

Curriculum Alignment & Instructional Integration

2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?

This section is a prerequisite for Sections 2.2 through 2.8 and should be considered as a separate task with a different goal. The goal of this section is to describe how your district is including Ohio Technology Standards into the district's curriculum. Regardless whether your district calls it a "Graded Course of Study," "Curriculum Map," or something else – all districts have some form of documentation that spells out what is expected to be taught. The content standards for technology should be written into these documents so they are interwoven with the content standards for math, science etc. For Educational Service Centers (ESCs), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

The academic content standards, known as curriculum, describe what to teach. Technology standards should be embedded within the content from other disciplines in order to deliver the curriculum in a highly effective and motivational way.

- Using the grid below, please indicate the status of your district's efforts to embed Ohio's Technology Standards into the content standards for each curricular area. In the left column, "Where Are We Now?," please select "Not Started," "In Progress," or "Complete" for each curriculum area listed. In the right column, "Where Do We Want To Go?" please select the school year you completed or plan to complete this process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	Not Started	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	In Progress	2011-12

- In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all of your curriculum areas. How are you measuring progress toward that goal, and how will you sustain a culture of technology integration into the future?

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the various curriculum needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content and Technology Standards. The Technology Standards will be embedded in all curriculum areas of instruction.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. We will provide assistive and adaptive technologies to student that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders and the BLT (Building Leadership Team). They will collaborate with their English/Language Arts staff members to create building level goals, strategies and action plans. The two

major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use of 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs, as well as, the district's CIP goals. The district's data will be shared with the administration and the DLT (District Leadership Team). In collaboration they will provide additional Professional Development based on this data and the Technology and Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement. As a district, our CIP goal is to see a yearly performance improvement on the state and nationally normed test of 5%.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them chose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena DLT (District Leadership Team), administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Language Arts curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into our various curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our curriculum goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit. The goal of this grant is to improve reading proficiency of students in grades K-6. Distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, enrichment activities, and student interaction with authors of children's literature. Several teachers have already used this system to help to improve their students' academic skills.

A vital component of achieving our District's CIP's curriculum goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade English/Language Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the English/Language Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.

2.0 Adoption - Use new technology to support traditional instruction.

3.0 Adaptation - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.

5.0 Invention - Discover new uses for technology tools. Develop spreadsheet macros for teaching algebra for example, or design projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	3.0
K-2	1.5	3.0
3-4	2.0	3.0
5-7	2.5	3.5
8-10	3.0	3.5
11-12	3.0	3.5

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the English/Language Arts needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Language Arts and Technology. The Technology Standards will be embedded in the instruction and curriculum of the English/Language Arts Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. We will provide assistive and adaptive technologies to student that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders and the BLT (Building Leadership Team). They will collaborate with their English/Language Arts staff members to create building level goals, strategies and action plans. The two major

components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs, as well as, the district's CIP goals. The district's data will be shared with the administration and the DLT (District Leadership Team). In collaboration they will provide additional Professional Development based on this data and the Technology and Language Arts Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement. As a district, our CIP goal is to see a yearly performance improvement on the state and nationally normed test of 5%.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them chose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena DLT (District Leadership Team), administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Language Arts curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the English/Language Arts curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our English/Language Arts goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit. The goal of this grant is to improve reading proficiency of students in grades K-6. Distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, enrichment activities, and student interaction with authors of children's literature. Several teachers have already used this system to help to improve their students' English/Language Arts skills.

A vital component of achieving our District's CIP's English/Language Arts goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in English/Language Arts.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Fine Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Fine Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Fine Arts

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	3.0
K-4	2.0	3.0
5-8	2.5	3.5
9-12	3.0	3.5

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Fine Arts needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Fine Arts and Technology. The Technology Standards will be embedded in the instruction and curriculum of the Fine Arts Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. Virtual field trip and collaboration with other teachers and students will be utilized through the use of our distant learning equipment. We will provide assistive and adaptive technologies to student that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders. They will collaborate with their Fine Arts staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will

be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs. The district's data will be shared with the administration and the Fine Arts staff. In collaboration they will provide additional Professional Development based on this data and the Technology and Fine Arts Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Fine Arts curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the Fine Arts curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our Fine Arts goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit. Distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Fine Arts skills.

A vital component of achieving our District's Fine Arts goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Fine Arts.

2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

The goal of section 2.4 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Foreign Language at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Foreign Language teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Foreign Language instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Foreign Language

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
9-12	2.0	3.0

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Foreign Language needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Foreign language and Technology. The Technology Standards will be embedded in the instruction and curriculum of the Foreign Language Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. Virtual field trip and collaboration with other teachers and students will be utilized through the use of our distant learning equipment. We will provide assistive and adaptive technologies to student that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders. They will collaborate with their Foreign Language staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The

results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs. The district's data will be shared with the administration and the Foreign Language staff members. In collaboration they will provide additional Professional Development based on this data and the Technology and Foreign Language Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The administration and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Foreign Language curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the Foreign Language curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our Foreign Language goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit. Distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Foreign Language skills.

A vital component of achieving our Foreign Language goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Foreign Language.

2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

The goal of section 2.5 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Mathematics at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Mathematics teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Mathematics instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Mathematics

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	3.0
K-2	2.0	3.0
3-4	2.0	3.0
5-7	2.0	3.0
8-10	2.5	3.5
11-12	2.5	3.5

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Mathematics needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Mathematics and Technology. The Technology Standards will be embedded in the instruction and curriculum of the Mathematics Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. We will provide assistive and adaptive technologies to student that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders and the BLT (Building Leadership Team). They will collaborate with their Mathematics staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs, as well as, the district's CIP goals. The

district's data will be shared with the administration and the DLT (District Leadership Team). In collaboration they will provide additional Professional Development based on this data and the Technology and Mathematics Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement. As a district, our CIP goal is to see a yearly performance improvement on the state and nationally normed test of 5%.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena DLT (District Leadership Team), administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Mathematics curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the Mathematics curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offer to students that aid in achieving our Mathematics goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit. Distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Mathematics skills.

A vital component of achieving our District's CIP's Mathematics goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Mathematics.

2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?

The goal of section 2.6 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Science at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Science teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in

the Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	3.0
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.5	3.5
9-10	2.5	3.5
11-12	2.5	4.0

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Science needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Science and Technology. The Technology Standards will be embedded in the instruction and curriculum of the Science Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. Virtual field trip and collaboration with other teachers and students will be utilized through the use of our distant learning equipment. We will provide assistive and adaptive technologies to students that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders. They will collaborate with their Science staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs. The district's data will be shared with the administration and the Science staff. In collaboration they will provide additional Professional Development based on this data and the Technology and Science Academic Standards. The OAT (Ohio Achievement Test),

the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Science curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the Science curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our Science goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Science skills.

A vital component of achieving our District's Science goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Science.

2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Social Studies teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Social Studies instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Social Studies

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
- 4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
- 5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	3.0
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.5	3.5
9-10	2.5	3.5
11-12	2.5	3.5

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Social Studies needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Social Studies and Technology. The Technology Standards will be embedded in the instruction and curriculum of the Social Studies Program.

Students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Smart Boards with power points and blogs will become as common place as lectures and paper reports have been in the past. Teachers will utilize support material like Progress Book, ExamView and EDUSS for lesson planning, data analysis, and tracking of student progress. Virtual field trip and collaboration with other teachers and students will be utilized through the use of our distant learning equipment. We will provide assistive and adaptive technologies to students that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders. They will collaborate with their Social Studies staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs. The district's data will be shared with the administration and the Social Studies staff. In collaboration they will provide additional Professional Development based on this data and the Technology and Social Studies Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology into the Social Studies curriculum. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into the Social Studies curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our Social Studies goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Social Studies skills.

A vital component of achieving our District's Social Studies goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Social Studies.

2.8 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.

Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	2.5
K-2	2.0	2.5
3-5	2.0	2.5
6-8	2.5	3.5
9-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

By 2012, all students at Adena in grades K-12 will improve performance on the OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local assessments. Our district and grade level strategies for achieving student learning goals will vary based on grade level, student needs, and educational expectations (See Attachment "Grade and District Level Strategies). Teachers will provide students with the opportunity to receive multi-tiered levels of adopted research-based strategies to maximize their achievement. The district will implement a district-wide assessment system that provides data to reform instruction and monitor student progress. Also, the district will adopt and implement a continuum of research-based strategies to address the Technology needs of all students. Technology will play a major role, as a transparent tool, to help us reach our academic and technology benchmarks as outlined in the Ohio Academic Content Standards for Technology. Many of the Technology strands will be embedded in other content areas of instruction thus meeting the Technology Academic benchmarks.

We currently teach keyboarding in the middle school and computer application and technology business classes in the high school. Our media specialist teaches multiple-levels of research techniques, presentation possibilities, and technology infused collaboration projects that involving multiple curriculums, students, and teachers. In the classroom students and teachers will continue to use the internet for individual and collaborative research projects, as well as, multimedia to present their knowledge gain during an educational experience. Teachers will utilize support material like Progress Book, ExamView, Atomic Learning, and EDUSS for lesson planning, data analysis, and tracking of student progress. Virtual field trip and collaboration with other teachers and students will be utilized through the use of our distant learning equipment. We will provide assistive and adaptive technologies to students that are diagnosed with special needs.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders. They will collaborate with their Technology staff members to create building level goals, strategies and action plans. The two major components of professional development will be: 1) Integration of technology into the K-12 curriculum, 2) K-12 implementing the use 21st century technology tools, 3) K-8 introduction to basic computer skills through a web delivered technology literacy curriculum (EDUSS) which effectively integrates technology into various curriculum areas, and 4) instruction on multi-level project-based interdisciplinary units incorporating technology. Staff members will be encouraged to develop their own professional development plan that address their current and future personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How will we know we're getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs. The district's data will be shared with the administration and the Technology staff. In collaboration they will provide additional Professional Development based on this data and the Technology Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that technology and its infusion into the teaching and learning process is helping to maximize student achievement. The goal

of our administration and technology supervisor is to observe an increase of the use of technology in all areas of academic instruction and an increase in interdisciplinary project-based units of instruction.

How will we sustain focus and momentum?

Professional Development will be key in sustaining focus and momentum. Teachers will be provided multi-levels of technology professional development. The teacher's PPDP (Personal Professional Development Plan) would allow them choose various means of obtaining their technology professional development growth goals, such as: one-to-one PD, online PD (atomic learning & college), conferences (local, regional, state, and national), video conferences (TeleTech Tuesday). These means of PD would be followed up by additional related PD sessions that would provide a forum for feedback and sharing among teachers, lesson plans, and other integrated/collaborative projects.

The Adena administration, and Board of Education realize that teachers and students need reliable software and hardware to allow the integration of technology and its use. They have set it as a priority and are annually upgrading hardware and purchasing new software to better address the needs of students and staff. Professional development opportunities are provided before, after, and during school. Teachers will be provided time to explore and master the use of currently available technology for integration into our curriculum. Computer labs and video conferencing systems are available for teachers to use for student collaboration projects.

As new technologies emerge, we encourage our staff to use them to enhance the student's learning experience and help students develop the higher order thinking skills. As additional funds and staff become available, additional technology courses will be offered to students that aid in achieving our Technology goals. In the fall of 2009, Adena Elementary School received, as part of a SCOCA consortium, a USDA Distance Learning Technology grant for placement of a high definition mobile video conferencing unit distance learning services include professional development for teachers, mentoring for teachers, best practices modeling, and enrichment activities. Several teachers have already used this system to help to improve their students' Technology skills.

A vital component of achieving our District's Science goals and sustaining focus, is collaboration. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book. We realize it takes a community working together to educate our students and to achieve the academic excellence we expect of our students in Technology and its usage.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy

Adoption - Traditional policies are in place; lack of consistent use

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Adoption	Exploration
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Adoption	Exploration
C. Technology-related facilities design, equipment and software	Adoption	Exploration
D. Technology acquisition and standards	Adoption	Exploration
E. Research and evaluation of educational technology initiatives	Adoption	Exploration
F. Development and dissemination of educational technology devices, applications and approaches	Adoption	Exploration
G. District funding for educational technology	Adoption	Exploration
H. Equity and access to technology	Exploration	Transformation

How do we get there?

Staff development opportunities to enhance the teaching and learning through the use of technology has been and will be included in most staff development offered by the district. Hands-on training and introduction to emerging technologies will be offered during summer training sessions, scheduled inservice days, waiver days, and after-school sessions as needed and requested. Teachers are encouraged and permitted to attend technology conferences and workshops throughout the school year. Secretaries, guidance counselors, and other support staff are also included in technology training. Professional development opportunities will be designed to enhance the knowledge, skills, and attitudes of teachers and staff, so they will improve the teaching and learning process. The staff development opportunities will be on-going and systemic in order to be successful.

Embedded professional development will be provided under the direction of the building administrators who serve as curriculum leaders and the BLT (Building Leadership Team). They will collaborate with their staff members to create building level goals, strategies and action plans. The two major components of technology professional development will be: 1) Integration of technology into the curriculum, 2) implementing the use of 21st century technology tools. Staff members will be encouraged to develop their own professional development plan that address their current and future education and technology personalized needs. Staff members that are successful in implementation of technology standards will be expected to share their knowledge and expertise with their colleagues. ISTE standards and performance indicators will be embedded in all professional development.

How do we know we are getting there?

Baseline data will be collected from various sources: the eTech Beta Survey, local surveys (Survey Monkey), short cycle assessments and the Atomic Learning Tool for technology assessment of students and staff. The results will be compiled and analyzed by the technology supervisor to verify the initial technology level and integration skills of the students and staff. Yearly assessments will be given and new data will be collected to confirm growth and to address additional student and staff needs, as well as, the district's CIP goals. The district's data will be shared with the administration and the DLT (District Leadership Team). In collaboration they will provide additional professional development based on this data and the Technology and Academic Standards. The OAT (Ohio Achievement Test), the OGT (Ohio Graduation Test) and local short cycle assessments data will also verify that the district's education technology policies are impacting student achievement. As a district, our CIP goal is to see a yearly performance improvement on the state and nationally normed test of 5%.

How do we sustain the focus and momentum?

Continued evaluation of existing technologies will continually be evaluated and the data will be provided by the district's technology supervisor to the building administrators, superintendent, DLT, and the Board of Education. The success of the technology used is guided by the role of the building administrators and supported by the technology supervisor, superintendent, and Board of Education. The district's technology supervisor and administrators will continually review and evaluate new software programs and training opportunities for the district's teachers and staff. The district will continue to fund existing technology programs and initiatives, as well as, fund new research-based multilevel programs and initiatives for growth and future development.

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.

Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.

Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

	Where are we now?	Where do we want to go?
A. Instructional leadership, assessment and curriculum	Adoption	Transformation
B. Competencies/Standards (e.g. ISTE NETS-A)	Adoption	Transformation
C. Advocacy for technology	Adoption	Transformation
D. Measures and accountability for effective use	Adoption	Exploration
E. Role model in the use of technology	Adoption	Exploration
F. Professional development	Adoption	Exploration
G. Support for educational technology	Adoption	Transformation
H. Professional practice	Adoption	Exploration

How do we get there?

Our administrators and DLT will serve as role models in the use of technology. They are to encourage the use of technology by all teachers and staff members. Our district's goal is to have every staff member use all available technology hardware and software in performing their individual jobs. Administrators will encourage teachers to do the following electronically; 1) take attendance, 2) submit lunch count, 3) prepare lesson plans, 4) keep a grade book, 5) submit 9 week grades, 6) generate grade cards, 7) communicate through email, 8) check and maintain their voice mailbox, 9) include integration of technology into their curriculum, 10) communication with parents of their students.

Additional hardware will be purchased that includes but is not limited to:

Teacher workstations, classroom workstations (50 computers per year), a new LAN server with network software (1 during year 1), SmartBoards (2 per year), wireless network components (as needed to expand the current network), LCD projectors (2 per year with replacement bulbs), laptop computers (based on available funds), Microsoft Office licenses (50 per year), network printers (2 per year), and approved educational software (maintain current licenses-BrainChild, Accelerated Reader, Orchard, ExamView and add new - Eduss, Study Island as initiatives are implemented.) and digital cameras (2 per year to replace the current inventory).

How do we know we are getting there?

Attendance is taken at all local inservices and the records are on file with our local LPDC. Local surveys (Survey Monkey) will be given by the PD coordinator and technology supervisor to obtain data to be shared with the district's administration and DLT. Continued training and revisions to training is specific curriculum areas will be offered based on the results of survey data. Conference and workshop attendees will be encouraged by the administration and the sharing of information gained from their training.

How do we sustain the focus and momentum?

Adena utilizes training offered by SCOCA, eTech, ITSCO, SOITA, Ross County ESD, and The Great Seal Network, as well as selected vendors. The district's curriculum coaches will work closely with our administrators and DLT to gain information on academic standards indicators and concentrate on areas that show weaknesses. The technology supervisor will collaborate with The Great Seal Network and regional (SCOCA region) technology coordinators on existing and new technology initiatives.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	8%	8%
Acquisitions/Procurement	10%	7%
Deployment/Implementation of Technology	7%	11%
Maintenance & Repair	22%	16%
End-user Technical Support & Training	15%	12%
Curriculum Alignment & Instructional Integration	5%	10%
Fiscal Management/Grant Applications	10%	6%
Superintendent Cabinet/Executive/Board Meetings	5%	5%
Tech Staff Development & Management	3%	7%
Policy Development, Monitoring & Enforcement	5%	8%
Evaluating New/Emerging Technologies	5%	6%
Other	5%	4%
Total	100%	100%

How will we get there?

In order to allow more time for the implementation and infusion of technology into the various curriculum, the district should consider hiring an integration specialist, hiring additional technical support, or providing extended time to the technology supervisor. The district's technology supervisor must have more time to provide training and support to all staff members, as well as time to evaluate new and emerging technologies. Also, the technology supervisor must be allowed more time to gather and analyze the data from the professional development opportunities surveys and the technology integration surveys. The best solution to assure curriculum integration, is to hire a technology integration specialist. Their duties would include collaboration with staff, development of integrated lesson plans, implementation of integrated units, and development of appropriate student instructional curriculum. Another possibility is establishing grade-level technology teacher leaders which would allow for reallocation of time to the technology supervisor. These strategies should be considered as additional funds and additional staff become available to the district.

How will we know we are getting there?

We will know we are getting there when we see the following activities implemented or accomplished: 1) maintain and upgrade infrastructure, 2) increase the technical staff or provide extended time that would allow a more timely response to technology maintenance request, 3) provide staff development opportunities to help teachers implement the State Technology Academic Standards in all subjects areas at all grade levels, 4) the development and implementation of more technology initiatives, 5) the addition of a district technology integration specialist to our staff.

How will we sustain focus and momentum?

We can sustain focus and momentum by; 1) increasing the technical staff or providing extended time to the current technology supervisor, 2) provide on-going, relevant staff development, 3) insure that teachers are meeting the State Technology Academic Standards in all subject areas at all grade levels, 4) continue funding from our local board of education, grants, state funds (eTech), and federal funds (E-Rate).

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce. Use the following scale in answering "Where are we now?"

- **None** - This technology does not currently reside on the network.
- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.
- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go"

- **Decrease** - We plan to decrease this technology on the network.
- **No Change** - We plan to maintain the level of technology on the network.
- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.
- **Increase** - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	None	Researching
File and Print Sharing	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	Some	Increase
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	Some	No Change
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	None	Researching
Voice Communications - Centrex/PBX	Many	No Change
Remote Access (Dial-up/VPN) to School Resources	None	Researching
Wireless	Some	Increase
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Some	Increase

ACTIVITY 2:

Discuss the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN and Internet connection. Record the impact on bandwidth below.

	What is the current impact?
LAN Bandwidth	No Changes
WAN Bandwidth	No Changes
Internet Bandwidth	No Changes
Telephone Circuits	No Changes

How will we get there?

Our district Networking, Internet & Telecommunications plans include maintaining the current district infrastructure (See attachment "Infrastructure & Equipment") and enhancing our infrastructure as described below.

1. During the 2009-10, continue to use the HP management software to monitor switches, hubs, drops, and fiber connections.
2. Employ a network specialist to check the network and update equipment software twice a year.
3. During the 2010-11 school year expand the existing wireless network.
4. During the 2009-10 school year purchase a new main server for the district and plan for a network conversion from a Novell network to a Microsoft 2008 network.
5. During the 2009-10 school year, all gradebooks and lesson plans will be kept electronically in ProgressBook
6. During the 2009-10 school year, increase the use of 21st Century skills within Blackboard.
7. During the 2010-11 school year, start a migration away from the existing media retrieval system to a system that allows teachers to project directly from their computer to their TV or to a white board via a LCD projector.

How will we know we are getting there?

We will know we are getting there when the following implemented and functional:

1. Firewalls (Border Manager and WebWasher) – Two local firewall will be maintained in conjunction with our ITC's (SCOCA) firewall. It will be used to monitor, protect, and restrict student and staff internet activity.
2. There will be a transition from Novell to a Window Active Directory environment with the use of groups policies to regulate user groups.
3. HP Manager – the district will begin using this network analyzer that allows the monitoring of switches and hubs from the MDF to the local network.
4. Remote Vaccine will assist in the computer labs and library to monitor and supervise student activity.
5. A web-based HelpDesk will be in place to allow users to submit technology maintenance request.
6. Telephone and voice mail reports will be generated as needed to monitor usage and evaluation of the need for upgrades.
7. Implementation of a high definition video conference system at the elementary level for virtual field trips, collaboration, and staff development opportunities.

How will we sustain focus and momentum?

There will be an ongoing upgrade and maintenance of the district's hardware and software in order to keep the network and telecommunications operating reliably and efficiently. An annual update (technology upgrade proposal) will be given to the Board Of Education indicating the current status of our LAN with suggestions as to how it can be improved, enhanced, and made more robust.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.

Some - This technology is in the building(s) and district, but there are only a few in each location.

Pervasive - This technology is an integral part of the building(s) and/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1	1
Computer to Student Ratio (1:n)	3	3
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

The technology supervisor and the curriculum director will continuously survey the administration, staff, and students with locally created surveys (Survey Monkey) to obtain data about the use of computers in the teaching/learning process. Yearly upgrades will be made base on the data collected and the observed needs of our students and staff.

The technology supervisor will continue to maintain the web-based HelpDesk and repairs will be made timely manner to minimize down time.

Keyboarding will be taught to all 6 grade students. High school students will have computer course offerings in: accounting, office applications, journalism, industrial technology, and CAD. Also, students will create, design, and present video and audio projects from various school activities and collaborative media center projects.

How will we know we are getting there?

The district administrators, the DLT, and technology supervisor will evaluate and monitor existing programs and provide input on possible implementation of new programs. Survey results well be used to decide what staff development opportunities will provide based on teacher needs and interest. Suggestion and recommended changes will be based on research-based survey data.

How will we sustain focus and momentum?

The district's infrastructure's focus and momentum will be sustained by continual research of new technologies and the implementation of the best practices proven through collaboration with our ITC (SCOCA) and the Great Seal Network consortium. Fiscal and personnel resources allocated by the district and supported by state, and federal funds, will determine the rate of implementation of sections 2, 3, and 4 of this technology plan.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	Where are we now?	Where do we want to go?
Student Information Services	3 - Adequate	4 - Advanced
Instructional Applications	3 - Adequate	3 - Adequate
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	4 - Advanced	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	3 - Adequate	3 - Adequate
Voice Telephony	3 - Adequate	3 - Adequate
Human Resources & Financial Management	3 - Adequate	3 - Adequate
Network Account Management	3 - Adequate	3 - Adequate
Transportation	1- None	3 - Adequate
Food Services	3 - Adequate	3 - Adequate

How will we get there?

The district will continue to provide data acquisition for student learning accounts for all staff members. The DASL software package is a powerful tool for the improvement of instructional programming and provides access to student data for teachers, administrators, and their support staff. Administrators will work with up-to-date student data to find ways to increase student achievement, monitor student progress toward set goals, make adjustments in instruction practices, and focus on using classroom assessment data for instructional decision making.

Our work stations will have an up-to-date operating system and Office application software. All certified staff members will utilize ProgressBook (an electronic gradebook). The district will continue to use the IEP module in ProgressBook for maintaining an IEP for students of special needs.

Our school library is fully automated and is has regular upgrades through our ITC (Information Technology Center) and Internet Service Provider, SCOCA. A new system of reporting technical assistance through a web-based HelpDesk will be established and maintained by the district's technology supervisor. The automated cafeteria software, will be maintained and upgraded as needed to continue the effort of providing accurate information for the Free and Reduced Lunch Program.

Web resources will be provided to the parents including; parental access to ProgressBook, our Adena website, Infohio, EDUSS, etc. By 2012, the district will develop support for instruction and student achievement by increasing the level of collaboration with parents, staff, students, and our community members. Teachers and administrators will provide quarterly documentation of communication with each of the families of their assigned students using any of the following; mail, email, phone, newsletter, webpage, home visits, or Progress Book.

How will we know we are getting there?

Baseline data will be collected from teachers, students, and building administrators by using local, regional, and state surveys. Teachers will develop their own professional development plan and will be provided release time to participate in approved professional development. They will document their PD with our Local Professional Development Committee (LPDC), as well as, their collaboration with area teachers in the integration of technology into their content area. Principals will monitor lesson plans and classroom activities in order to support the infusion of technology into the learning process.

How will we sustain the focus and momentum?

Continuous staff development opportunities will be provided to staff members in; DASL, ProgressBook, Blackboard, SmartBoards, EDUSS, and other software programs that are vital in the success of our students and teachers. Feedback from surveys will be used to enhance and adjust professional development as our educational needs change. The administration and technology supervisor will observe the use of technology and encourage staff members to use the tools of technology to maximize student achievement.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Sometimes	Always
Professional development planning for end users and support personnel	Always	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Always	Always
Evaluation of demo copies	Sometimes	Always
Implementation pilots	Sometimes	Sometimes
Replacement cycle (upgrade, retire, new)	Sometimes	Always
System requirements / technical and operational support	Always	Always

How will we get there?

There are several barriers the we will have to overcome maximize the access to educational software; 1) Make teachers aware that new software is available and provide them with the needed PD to implement it. 2) Maintain the teachers workstation so it will meet the minimum requirements for operating the new software, 3) Overcome the teachers lack of ability to use the educational software package, 4) Lack of funds to buy and maintain new software, 5) Training so teachers can effectively evaluate software packages. By overcoming these barriers we hope to integrate educational software that supports the Ohio Academic Content Standards in all subjects. We want to impact individual student achievement by developing an understanding of knowledge through remedial and/or enrichment activities.

How will we know we are getting there?

Building level leadership teams will gather data that indicates the greatest instructional needs. By attending conferences, participating in workshops, visiting other schools, and internet searches, the leadership team will determine software that seems best to meet the needs of our students. Teachers will then be involved in the evaluation of the proposed software by aligning instruction activities with grade level indicators and benchmarks. Then the proposed program will be tested by teachers and students. Surveys and questionnaires will be developed for students and teachers questioning the effectiveness, ease of use, and practicality of the software program being considered for adoption. After the program has been selected, the district's technology supervisor will determine the necessary purchase of software and hardware. The technology supervisor and technology teachers will provide on-going support of the newly adopted software program.

Once new software is purchased, professional development will be embedded into the school day or schedule. Initial and on-going support will be provided by the technology supervisor and technology teachers. Technology teachers, the technology supervisor, the software support team, and classroom teachers will collaborate in developing lesson plans and integrating the new program into the curriculum. Periodic checks will be made to upgrade the program and to assure the program is meeting the needs of our students and teachers

How will we sustain focus and momentum?

Through continued professional development and collaboration between teachers, we will sustain focus and momentum of educational software programs adopted by our district. Local, state, and federal funds will be used for the initial and replacement cost of the program. Also, we will apply for grants that are available and appropriate to our district.

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	3 - Adequate
Security zones	2 - Minimal	3 - Adequate
Wireless network security policies	1- None	3 - Adequate
Central log mechanism and review policy	1- None	2 - Minimal
Incident response procedures	1- None	2 - Minimal
Network security	3 - Adequate	4 - Advanced
Host Security	3 - Adequate	4 - Advanced
Data security / integrity	4 - Advanced	4 - Advanced
Anti-virus software	4 - Advanced	4 - Advanced
Spyware	3 - Adequate	4 - Advanced
Firewall	3 - Adequate	4 - Advanced
Filtering	4 - Advanced	4 - Advanced

How will we get there?

Every student user of our local area network (LAN) signs an Acceptable Use Policy (AUP) and it is on file in our media center. Staff do not sign an AUP but are expected to abide by the Board adopted staff AUP which includes proper protection of student data within DASL and ProgressBook. The District's AUP is revised and readopted as needed.

The district maintains two local firewalls (Border Manager and Web Washer) to protect the local area network from hackers and viruses. Our wireless network is protected by a firewall (WebWasher) provided by our ITC. The district keeps up-to-date anti-virus software licenses (Sophos). Also, security cameras and door security are located throughout the local facility. Building administrators, secretaries, and the superintendent have access to the security camera software to view the cameras at any time.

How will we know we are getting there?

The media center will keep an up-to-date database of all signed student Acceptable Use Policies. The district's AUP (both student and staff) will be posted on the district's website for student, parent, and staff reference. Violations of the AUP will be disciplined by the building administrator based on the severity of the offense. Maintaining an up-to-date district's anti-virus license is vital for the stability of the local network. Keeping the district's firewalls and filtering up-to-date is imperative for the security of our local network data. We will need to purchase additional monitoring software and equipment as our district's needs change.

How will we sustain the focus and momentum?

Continual monitoring and upgrading of the district's security systems and networks will need to occur in order to sustain focus and momentum. The technology supervisor will be responsible for monitoring and maintaining security of the district local data. A tape backup will be amended daily from the local servers to provide a secure copy of the district's data.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1200	1250
Support Staff to Teachers	75	75
Support Staff to Computers	500	500
Support Staff to Buildings	3	3

	Where are we now?	Where do we want to go?
Average Response Time (Days)	1	1
Service Level Agreement (SLA)	Yes	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

The school district currently has a full-time technology supervisor. The student enrollment and staff size remains constant so there is no plan to increase the technology staff. However, we realize in order to be more efficient, to continue with current technologies, and to investigate/implement emerging technologies, the district would greatly benefit from additional support. To achieve the level of technology integration desired by the district, a integration specialist would be needed. However, based on the current level of district funds, we hope to maintain the current level of support.

How will we know we are getting there?

Reports generated from the web-based HelpDesk will provide data that shows the technology assistance required throughout the school district. We rely on assistance from our ITC, network specialist, and the Great Seal Network consortium, to help fill the support needs that we are currently lacking. We will upgrade hardware and software that help maintain the district's technology initiatives. The librarian will continue to be trained in InfOhio and other resources to help with curriculum integrated lessons. The teachers will continue to use and be trained to use the HelpDesk, ProgressBook, Blackboard, DASL, SmartBoards, and appropriate educational software programs. We will continue to collect data through surveys to help address additional needs as the additional funds personnel become available.

How will we sustain focus and momentum?

The district will sustain focus and momentum by continuing to maintain the hardware and software within the district as funding and personnel permits. The district will strive to revise and add technology courses to the curriculum. We will maintain up-to-date software and licenses. We will continue to offer professional development on the basic repair and troubleshooting tips in order to reduce the number of maintenance request. We will seek additional funds to help address our constantly changing support and management needs.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	Some	More
Procurement Plan	Some	Some
Specifications/Requirements/Fits Analysis	More	More
Integration of donated time, materials or services	None	Some
Deployment/Installation plan	None	More
Initial Training and Professional Development	More	Extensive
Evaluation of current external support costs versus new purchase	Some	More
Loss of institutional knowledge for replaced systems	None	Some
Phase Out/Replacement cycle	None	More
Disposal costs	None	Some

How will we get there?

We currently have no Total Cost of Ownership (TCO) guidelines in place. In the past there has been little concern of the TCO with no definite district technology procurement plan. Our goal is to educate our School Board, the Superintendent, and the DLT of the multiple facets of the total cost of ownership. We will focus on the fits analysis, evaluation, and the phase out/replacement cycle components of the TCO. Our funds are limited and decreasing so now is the time to consider the TCO and the various aspects it entails.

How will we know we are getting there?

By collaboration between the School Board, the Superintendent, the DLT, and the Technology Supervisor a TCO plan will be developed. TCO analysis will be done before the purchase of hardware and software, thereby reducing hidden cost and in effective use and waste. Exploring the TCO and deploying changes based on data that is collected and analyzed, can help our district maintain or exceed its current level of technology infusion.

How will we sustain focus and momentum?

We will consider the TCO of our district's existing hardware and software. We will eliminate unused and under used technology and software. This will allow reallocation of funds to purchase programs that have been evaluated, tested and proven to meet our current and future educational needs. A replacement cycle and needs assessment will be developed to assure that the district's technology, programs, and policies maintain an excellent technology enriched environment that meets the needs of our students and staff.

Budget and Planning

5.0 Budget

Sound budgeting is important for your technology plan; not only to project future spending and funding, but also to meet requirements for various private, state and federal funding opportunities. It is recommended that a representative from your treasurer's office be involved in completing this phase.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	62,280	63,526	64,796	66,092	194,414
Hardware	73,254	74,719	76,213	77,738	228,670
Student Data Administrative Systems	21,060	21,481	21,911	22,349	65,741
Software	25,000	23,500	23,970	24,449	71,919
Security	7,330	2,540	2,591	7,642	12,773
Technology Staffing/Support	59,700	60,920	62,263	63,580	186,763
Professional Development	10,400	8,500	8,670	8,843	26,013
Consumables	28,142	28,705	29,279	29,865	87,849
Additional	48,939	49,578	50,230	50,894	150,702
Total	336,105	333,469	339,923	351,452	

Additional Items

Additional items includes, memberships, contracted repairs, technical assistance, First Class Email, Copier Leases and per page expense, etc.

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

The budget is based on current school spending and the figures may vary base on local and state funding. It is assumed that funds will increase very little during the next three years, so buget items reflect a 2% increase per year. Additional funds will be sought through grants as they become available.

How will we get there?

As in most districts, technology has become a priority and a necessary tool to achieve our 21st century educational goals. Funding for technology currently comes from local funds, E-Rate reimbursements, Ohio K-12 Network funding, eTech programs, Title funds, local Telephone Grants, and donations (USDA). When the opportunities arise, we apply for additional grants to help support the current technology initiatives, as well as, new collaborative technology based projects.

Appendix A - Additional Documents

Description	Name	Date Submitted
<u>Grade Level and District Strategies</u>	TPT Attachment-2009.doc	April 08, 2009
<u>Infrastructure and Equipment</u>	Infrastructure.xls	April 08, 2009